



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 12511726  
SAU: MSAD 57  
School: Lyman Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science and Technology Results .....	10-12

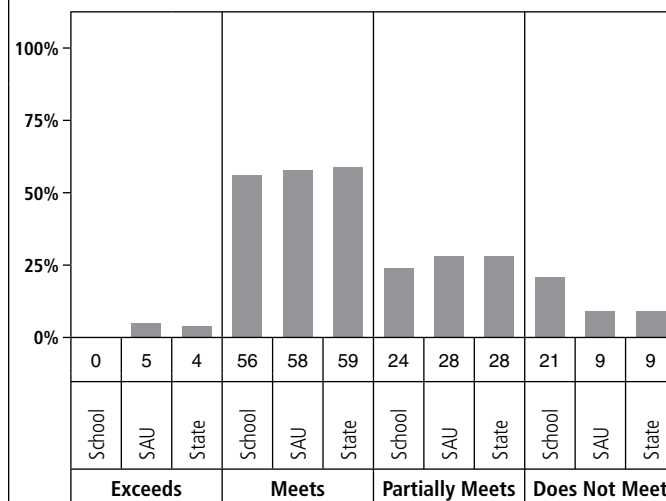
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: MSAD 57  
School: Lyman Elementary School

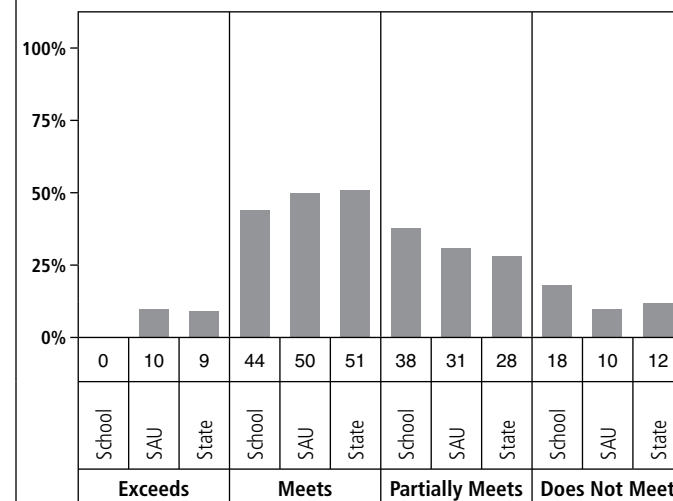
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	439	444	444
2006–2007	443	443	445
<b>2007–2008</b>	<b>441</b>	<b>445</b>	<b>445</b>
Cum. Avg. *	441	444	445
<b>Mathematics</b>			
2005–2006	434	442	444
2006–2007	444	443	445
<b>2007–2008</b>	<b>439</b>	<b>446</b>	<b>445</b>
Cum. Avg. *	439	444	445
<b>Science &amp; Technology</b>			
2005–2006	438	443	444
2006–2007	444	444	444
<b>2007–2008</b>	<b>442</b>	<b>444</b>	<b>444</b>
Cum. Avg. *	441	444	444

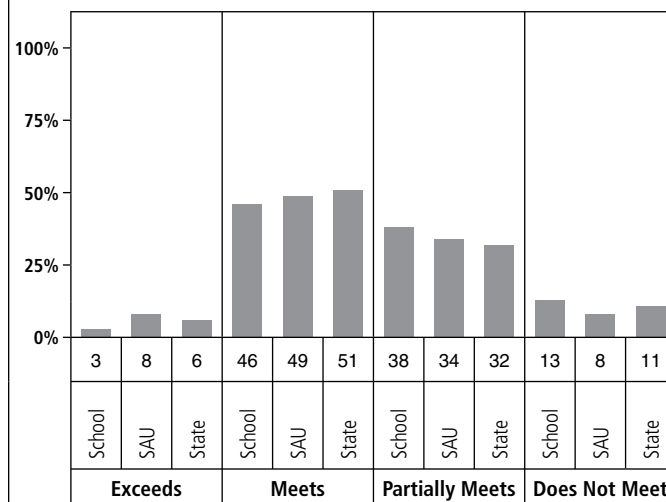
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 57  
 School: Lyman Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	63	100	265	100	14207	100	63	100	265	100	14181	100	61	100	263	100	14123	100	61	100	263	100	14115	99										
Ethnicity African American/Black	1	2	1	0	390	3	1	100	1	100	388	99	1	100	1	100	388	99	1	100	1	100	386	99										
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100										
Asian or Pacific Islander	3	5	5	2	263	2	3	100	5	100	259	98	3	100	5	100	262	100	3	100	5	100	262	100										
Hispanic	0	0	3	1	170	1	0	0	3	100	168	99	0	0	3	100	166	98	0	0	3	100	166	98										
Caucasian/White	59	94	256	97	13282	93	59	100	256	100	13264	100	57	100	254	100	13205	100	57	100	254	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	9	14	43	16	2524	18	9	100	43	100	2514	100	7	100	41	100	2498	99	7	100	41	100	2494	99										
Current LEP	2	3	2	1	385	3	2	100	2	100	377	98	2	100	2	100	383	99	2	100	2	100	380	99										
Economically disadvantaged	15	24	92	35	5587	39	15	100	92	100	5569	100	14	100	91	100	5538	99	14	100	91	100	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	51	81	217	82	10755	76	51	81	216	82	10730	76	51	81	215	81	10776	76						
Identified disability (PET/IEP)	0	0	3	1	375	3	0	0	3	1	374	3	0	0	3	1	384	4						
LEP	1	2	1	0	148	1	1	2	1	0	148	1	1	2	1	0	150	1						
504 plan	1	2	5	2	114	1	1	2	5	2	114	1	1	2	5	2	115	1						
Participation with accommodations	12	19	44	17	3298	23	10	16	43	16	3267	23	10	16	44	17	3215	23						
Identified disability (PET/IEP)	9	75	36	82	2013	61	7	70	34	79	1998	61	7	70	34	77	1986	62						
LEP	1	8	1	2	225	7	1	10	1	2	233	7	1	10	1	2	229	7						
504 plan	0	0	1	2	69	2	0	0	1	2	68	2	0	0	1	2	67	2						
Other	2	17	6	14	1046	32	2	20	7	16	1023	31	2	20	8	18	987	31						
Participation through alternate assessment (PAAP)	0	0	4	2	126	1	0	0	4	2	126	1	0	0	4	2	124	1						
Identified disability (PET/IEP)	0	0	4	100	126	100	0	0	4	100	126	100	0	0	4	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	2	3	2	1	16	0	2	3	2	1	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 57  
School: Lyman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	13	5	601	4
	2006-2007	0	0	5	2	507	4
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>5</b>	<b>559</b>	<b>4</b>
	Cum. Total*	0	0	32	4	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	22	43	152	56	7910	57
	2006-2007	25	58	134	54	8749	63
	<b>2007-2008</b>	<b>35</b>	<b>56</b>	<b>152</b>	<b>58</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	82	52	438	56	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	19	37	78	29	3970	29
	2006-2007	15	35	86	35	3467	25
	<b>2007-2008</b>	<b>15</b>	<b>24</b>	<b>72</b>	<b>28</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	49	31	236	30	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	10	20	28	10	1421	10
	2006-2007	3	7	21	9	1165	8
	<b>2007-2008</b>	<b>13</b>	<b>21</b>	<b>23</b>	<b>9</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	26	17	72	9	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	27.2	56.7	29.7	61.9	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	13.8	57.5	15.3	63.8	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.4	55.8	14.4	60.0	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 57  
School: Lyman Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	63	0	0	35	56	15	24	13	21	441	261	5	58	28	9	445	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	1										1						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	3										5	0	60	0	40	439	259	6	61	22	11	445
Hispanic	0										2						164	0	45	38	16	440
Caucasian/White	59	0	0	33	56	15	25	11	19	442	253	6	58	28	8	445	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	9	0	0	2	22	0	0	7	78	428	39	0	31	38	31	435	2388	0	29	44	26	437
No	54	0	0	33	61	15	28	6	11	444	222	6	63	26	5	447	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	2										2						373	1	32	35	32	436
No	61	0	0	34	56	15	25	12	20	442	259	5	58	28	8	445	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	15	0	0	9	60	1	7	5	33	438	91	0	57	31	12	442	5502	1	47	37	14	441
No	48	0	0	26	54	14	29	8	17	443	170	8	59	26	7	447	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	63	0	0	35	56	15	24	13	21	441	261	5	58	28	9	445	14048	4	59	28	9	445
<b>Gender</b>																						
Female	37	0	0	23	62	8	22	6	16	443	136	6	63	24	8	446	6959	5	61	26	8	446
Male	26	0	0	12	46	7	27	7	27	439	125	5	54	32	10	444	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	0	37	46	17	439
No	63	0	0	35	56	15	24	13	21	441	261	5	58	28	9	445	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	2										13	31	69	0	0	457	266	21	74	4	0	456
No	61	0	0	33	54	15	25	13	21	441	248	4	58	29	9	444	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: MSAD 57

School: Lyman Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	10 54 33 3	0 0 0 0	0 0 0 0	1 19 15 0	17 58 75 0	3 9 3 0	50 27 15 0	2 5 2 2	33 15 10 100	438 442 447 414	8 71 18 3	0 7 4 0	50 60 64 25	35 28 23 25	15 5 9 50	442 446 445 432	5 74 18 2	1 4 5 3	42 62 59 32	36 27 29 34	21 7 7 31	440 445 446 438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	39 39 10 11	0 0 0 0	0 0 0 0	17 14 3 1	71 58 50 14	6 7 1 1	25 29 17 14	1 3 2 5	4 13 33 71	445 443 439 433	32 50 11 7	10 4 3 0	60 64 55 26	28 26 34 26	2 6 7 47	448 446 443 433	30 52 12 5	6 4 2 0	63 63 46 33	24 27 37 40	7 6 15 26	446 446 441 437
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	38 43 18 2	0 0 0 0	0 0 0 0	15 17 3 0	65 65 27 0	5 8 2 0	22 31 18 0	3 1 6 1	13 4 55 100	444 445 433 428	38 47 12 2	10 3 0 0	64 64 31 0	19 28 47 67	6 5 22 33	448 445 438 433	35 51 12 2	7 3 1 0	66 60 44 23	20 29 40 47	6 7 16 30	448 445 440 436
<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	21 54 25	0 0 0	0 0 0	4 22 9	31 67 60	3 9 3	23 27 20	6 2 3	46 6 20	436 445 441	23 60 16	2 8 2	44 64 57	37 25 29	17 4 12	441 447 443	19 62 18	2 5 3	46 64 58	34 26 29	17 5 10	442 446 444
<b>How hard were the reading passages on this test?</b> A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read.	18 43 38	0 0 0	0 0 0	2 19 14	18 73 61	3 5 7	27 19 30	6 2 2	55 8 9	434 446 443	18 51 31	0 4 12	34 68 59	40 25 24	26 3 5	437 447 447	14 52 33	0 3 7	32 62 68	46 28 20	22 7 5	438 445 448
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	18 46 20 16	0 0 0 0	0 0 0 0	8 16 5 6	73 57 42 60	1 8 3 3	9 29 25 30	2 4 4 1	18 14 33 10	443 442 438 445	18 51 15 16	9 8 0 0	70 61 50 48	13 26 37 40	9 5 13 12	448 446 441 442	18 55 14 13	7 4 2 1	64 64 53 44	22 26 33 39	7 6 12 16	447 446 443 441
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	27 33 40	0 0 0	0 0 0	10 9 16	63 45 67	4 7 4	25 35 17	2 4 4	13 20 17	444 441 443	26 30 45	5 8 4	60 48 66	29 36 21	6 8 9	445 444 446	23 25 52	3 3 5	50 60 64	34 29 24	13 8 6	442 444 446
<b>Optional school/SAU question</b> A. B. C. D.	0 0 0 100										20 20 0 60	0 0 0 0	0 0 0 33	100 100 0 33	0 0 0 33	436 438 0 429						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 57  
School: Lyman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	0	0	13	5	1294	9
	2006-2007	2	5	14	6	1054	8
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>25</b>	<b>10</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	2	1	52	7	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	13	25	129	48	7000	50
	2006-2007	24	56	126	51	7394	53
	<b>2007-2008</b>	<b>27</b>	<b>44</b>	<b>130</b>	<b>50</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	64	41	385	50	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	22	43	91	34	3784	27
	2006-2007	11	26	72	29	3729	27
	<b>2007-2008</b>	<b>23</b>	<b>38</b>	<b>79</b>	<b>31</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	56	36	242	31	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	16	31	38	14	1894	14
	2006-2007	6	14	34	14	1735	12
	<b>2007-2008</b>	<b>11</b>	<b>18</b>	<b>25</b>	<b>10</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	33	21	97	13	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.4	56.0	9.8	65.3	9.5	63.3
Cluster 2: Shape and Size	14	29	7.9	56.4	9.2	65.7	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.3	66.0	3.4	68.0
Cluster 4: Patterns	14	29	9.0	64.3	9.9	70.7	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 4  
SAU: MSAD 57  
School: Lyman Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	61	0	0	27	44	23	38	11	18	439	259	10	50	31	10	446	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	1										1						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	3										5	0	20	80	0	437	262	14	51	23	12	447
Hispanic	0										2						162	4	41	34	21	440
Caucasian/White	57	0	0	25	44	21	37	11	19	439	251	10	51	29	10	446	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	3	43	3	43	431	37	3	27	46	24	438	2372	3	31	36	30	436
No	54	0	0	26	48	20	37	8	15	440	222	11	54	28	7	447	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	2										2						381	4	33	28	35	435
No	59	0	0	26	44	22	37	11	19	439	257	10	50	30	10	446	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	14	0	0	4	29	7	50	3	21	435	90	9	38	42	11	443	5472	5	41	35	19	440
No	47	0	0	23	49	16	34	8	17	440	169	10	57	24	9	448	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	61	0	0	27	44	23	38	11	18	439	259	10	50	31	10	446	13992	9	51	28	12	445
<b>Gender</b>																						
Female	36	0	0	15	42	14	39	7	19	439	135	7	50	33	10	445	6933	9	50	29	12	445
Male	25	0	0	12	48	9	36	4	16	440	124	12	51	28	9	447	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	2	34	41	23	438
No	61	0	0	27	44	23	38	11	18	439	259	10	50	31	10	446	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	2										13	46	46	8	0	460	266	45	49	5	0	461
No	59	0	0	25	42	23	39	11	19	439	246	8	50	32	10	445	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: MSAD 57

School: Lyman Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	0	0	3	50	3	50	427	8	0	25	55	20	438	5	6	34	33	27	438
B. less than one hour	54	0	0	15	45	13	39	5	15	439	71	13	54	27	7	448	74	10	52	28	10	446
C. one to two hours	33	0	0	12	60	7	35	1	5	444	18	2	55	34	9	445	18	10	52	28	10	446
D. more than two hours	3	0	0	0	0	0	0	2	100	427	3	0	0	38	63	431	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	54	0	0	14	42	14	42	5	15	440	44	15	49	32	4	448	38	13	56	23	8	448
B. They match some of what I have learned.	36	0	0	10	45	7	32	5	23	438	41	7	57	27	8	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	5	0	0	2	67	1	33	0	0	444	10	0	44	30	26	440	10	4	35	39	22	439
D. There is no match.	5	0	0	1	33	1	33	1	33	435	4	0	9	55	36	434	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	33	0	0	9	45	8	40	3	15	439	36	16	53	20	11	448	35	16	55	20	8	449
B. good	51	0	0	14	45	12	39	5	16	439	48	8	54	31	7	446	48	7	52	31	11	445
C. fair	16	0	0	4	40	3	30	3	30	439	12	0	41	47	13	442	14	3	41	38	18	440
D. poor	0										3	0	11	67	22	438	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	12	0	0	2	29	3	43	2	29	437	13	6	38	34	22	442	15	4	38	33	25	439
B. about the same as my regular schoolwork	67	0	0	20	50	15	38	5	13	441	69	11	52	31	6	447	64	10	54	28	9	446
C. easier than my regular schoolwork	22	0	0	5	38	5	38	3	23	439	19	6	54	25	15	445	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	25	0	0	5	33	3	20	7	47	432	20	8	51	22	20	444	23	8	47	29	16	443
B. two or three days a week	39	0	0	13	54	9	38	2	8	443	37	7	56	31	6	447	36	11	54	27	9	447
C. two or three times each month	30	0	0	7	39	9	50	2	11	440	22	11	51	26	12	446	25	10	53	27	10	446
D. never or almost never	7	0	0	2	50	2	50	0	0	444	21	15	39	43	4	447	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	8	0	0	2	40	1	20	2	40	435	7	6	41	18	35	440	5	3	30	33	33	436
B. two or three days a week	21	0	0	5	38	4	31	4	31	436	17	7	51	29	13	444	19	8	50	30	12	445
C. two or three times each month	38	0	0	12	52	10	43	1	4	442	29	11	53	28	8	447	38	11	55	26	8	447
D. never or almost never	33	0	0	8	40	8	40	4	20	439	47	11	50	34	6	447	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	21	0	0	4	31	7	54	2	15	438	12	3	33	47	17	439	8	3	33	38	25	438
B. 30–45 minutes	36	0	0	8	36	8	36	6	27	436	39	7	51	33	9	445	27	6	48	33	13	443
C. 45–60 minutes	34	0	0	13	62	7	33	1	5	444	31	10	58	28	5	447	38	11	54	26	9	447
D. more than 60 minutes	8	0	0	2	40	1	20	2	40	435	19	18	47	20	14	449	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										20	0	0	100	0	440						
B.	0										20	0	100	0	0	448						
C.	0										0											
D.	100	0	0	0	0	1	50	1	50	432	60	0	33	33	33	440						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: MSAD 57  
School: Lyman Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	11	4	751	5
	2006-2007	3	7	16	7	963	7
	<b>2007-2008</b>	<b>2</b>	<b>3</b>	<b>20</b>	<b>8</b>	<b>882</b>	<b>6</b>
	Cum. Total*	5	3	47	6	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	16	31	131	48	7251	52
	2006-2007	21	49	117	48	6824	49
	<b>2007-2008</b>	<b>28</b>	<b>46</b>	<b>128</b>	<b>49</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	65	42	376	48	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	25	49	98	36	4514	32
	2006-2007	13	30	87	35	4382	32
	<b>2007-2008</b>	<b>23</b>	<b>38</b>	<b>89</b>	<b>34</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	61	39	274	35	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	10	20	31	11	1458	10
	2006-2007	6	14	26	11	1735	12
	<b>2007-2008</b>	<b>8</b>	<b>13</b>	<b>22</b>	<b>8</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	24	15	79	10	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.2	60.0	8.1	67.5	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.8	56.7	7.3	60.8	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.9	65.8	7.4	61.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.0	58.3	7.7	64.2	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.



# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: MSAD 57  
 School: Lyman Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	61	2	3	28	46	23	38	8	13	442	259	8	49	34	8	444	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	1										1						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	3										5	0	40	40	20	434	262	5	52	28	14	443
Hispanic	0										2						162	2	38	39	21	439
Caucasian/White	57	2	4	26	46	22	39	7	12	442	251	8	49	35	8	445	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	7	0	0	2	29	4	57	1	14	435	37	0	27	57	16	437	2370	2	32	41	25	437
No	54	2	4	26	48	19	35	7	13	442	222	9	53	31	7	446	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	2										2						379	1	25	35	39	433
No	59	2	3	28	47	22	37	7	12	442	257	8	50	34	8	444	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	14	0	0	7	50	5	36	2	14	441	90	3	47	37	13	441	5470	3	41	39	18	440
No	47	2	4	21	45	18	38	6	13	442	169	10	51	33	6	446	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	61	2	3	28	46	23	38	8	13	442	259	8	49	34	8	444	13986	6	51	32	11	444
<b>Gender</b>																						
Female	36	1	3	18	50	13	36	4	11	441	135	6	53	34	7	444	6929	6	49	33	12	443
Male	25	1	4	10	40	10	40	4	16	442	124	10	46	35	10	445	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1888	1	32	44	23	437
No	61	2	3	28	46	23	38	8	13	442	259	8	49	34	8	444	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	2										13	54	38	8	0	460	266	30	65	5	1	457
No	59	0	0	28	47	23	39	8	14	441	246	5	50	36	9	444	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: MSAD 57

School: Lyman Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	10	0	0	0	0	3	50	3	50	430	8	5	25	40	30	436	5	4	37	36	22	439
B. less than one hour	54	0	0	15	45	16	48	2	6	442	71	8	50	37	5	445	74	6	53	31	10	444
C. one to two hours	33	2	10	13	65	4	20	1	5	448	18	6	62	26	6	446	18	7	52	32	8	445
D. more than two hours	3	0	0	0	0	0	0	2	100	411	3	0	38	25	38	432	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	44	1	4	14	52	8	30	4	15	443	28	10	48	31	11	445	24	9	53	28	10	446
B. They match some of what I have learned.	33	1	5	11	55	8	40	0	0	445	43	11	59	29	2	448	49	6	54	31	9	445
C. They match just a little of what I have learned.	20	0	0	3	25	6	50	3	25	436	21	0	35	52	13	439	21	4	47	36	13	442
D. There is no match.	3	0	0	0	0	1	50	1	50	420	9	5	41	32	23	437	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	15	1	11	4	44	4	44	0	0	445	21	11	56	28	6	446	25	9	53	27	10	446
B. good	69	1	2	21	50	14	33	6	14	442	56	8	53	33	6	446	54	6	55	30	9	445
C. fair	15	0	0	3	33	4	44	2	22	436	20	4	37	41	18	440	19	3	43	40	15	441
D. poor	2	0	0	0	0	1	100	0	0	440	3	0	22	67	11	437	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	18	0	0	4	36	4	36	3	27	437	22	7	40	39	14	442	22	5	45	35	15	442
B. about the same as my regular schoolwork	69	2	5	23	55	14	33	3	7	445	63	9	54	31	6	446	62	7	53	31	9	445
C. easier than my regular schoolwork	13	0	0	1	13	5	63	2	25	433	15	5	49	38	8	443	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	34	1	5	10	48	7	33	3	14	441	24	6	58	27	8	445	24	7	48	33	12	444
B. a few times a week	48	0	0	13	45	12	41	4	14	441	38	7	47	35	10	443	53	7	54	31	9	445
C. once a week	7	1	25	2	50	1	25	0	0	453	13	15	50	29	6	447	9	6	46	33	15	442
D. a few times a month	11	0	0	3	43	3	43	1	14	440	25	6	43	43	8	444	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	44	0	0	13	48	12	44	2	7	443	37	13	48	33	6	447	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	18	0	0	4	36	4	36	3	27	435	21	0	39	46	15	439	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	10	1	17	3	50	2	33	0	0	446	20	8	61	27	4	447	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	28	1	6	8	47	5	29	3	18	442	22	7	49	33	11	443	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										20	0	0	100	0	440						
B.	0										20	0	0	100	0	434						
C.	0										0											
D.	100	0	0	0	0	1	50	1	50	424	60	0	33	33	33	434						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number